

ABSTRAK

Pembelajaran tahfiz Al-Qur'an berperan penting dalam menjaga kemurnian Al-Qur'an melalui kegiatan membaca, memahami, dan menghafal. Keberhasilan pembelajaran ini dipengaruhi oleh beberapa faktor seperti ketepatan bacaan, konsistensi muraja'ah, lingkungan belajar, dan metode yang digunakan. Di Pondok Pesantren Islamic Centre Bin Baz, diterapkan Metode Bin Baz yang menekankan tahsin dan pembelajaran bertahap untuk memperbaiki bacaan sebelum menghafal. Namun, dalam pelaksanaannya, proses pembelajaran belum berjalan sepenuhnya sama pada setiap siswi sehingga menunjukkan adanya perbedaan kondisi dalam Pembelajaran tahfiz .

Penelitian ini bertujuan untuk mendeskripsikan penerapan Metode Bin Baz pada Pembelajaran tahfiz Al-Qur'an, mengidentifikasi faktor-faktor yang mendukung dan menghambat penerapannya, serta mendeskripsikan dampaknya terhadap capaian hafalan Al-Qur'an di kelas VII putri. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian lapangan (*field research*) yang bersifat deskriptif. Teknik pengumpulan data meliputi observasi, wawancara, dan studi dokumentasi, sedangkan analisis data menggunakan model Miles dan Huberman yang mencakup reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa penerapan Metode Bin Baz dilaksanakan secara sistematis melalui tahapan talqin dan tahsin, dilanjutkan dengan sistem *sabaq*, *sabqi*, dan *manzil*, serta didukung evaluasi rutin seperti PKJ (penilaian kenaikan juz), *tasmi'*, dan evaluasi mingguan. Faktor pendukung penerapan metode ini meliputi sistem pembelajaran yang terstruktur, kualitas pengajar, motivasi siswi, lingkungan pesantren yang kondusif, serta konsistensi penerapan talqin dan *muraja'ah*. Adapun faktor penghambat meliputi keterbatasan waktu, padatnya aktivitas pesantren, kelelahan, menurunnya konsentrasi, serta perbedaan kemampuan siswi dalam mengikuti proses pembelajaran. Kondisi tersebut berdampak pada capaian hafalan Al-Qur'an yang terlihat pada peningkatan kualitas bacaan dan kelancaran hafalan pada sebagian siswi, namun juga masih ditemukan ketidakstabilan hafalan, penurunan konsentrasi, serta perbedaan capaian antar siswi. Keseluruhan temuan menunjukkan bahwa keberhasilan pembelajaran sangat dipengaruhi oleh keseimbangan antara sistem pembelajaran, faktor pendukung, dan hambatan yang terjadi di lapangan.

Kata kunci: metode bin baz, Pembelajaran tahfiz Al-Qur'an, faktor pendukung dan penghambat, pondok pesantren islamic centre binbaz.

ABSTRACT

Tahfiz Al-Qur'an learning has an important role in preserving the authenticity of the Qur'an through reading, understanding, and memorizing activities. The success of this learning is influenced by several factors, such as accuracy in recitation, consistency in muraja'ah, the learning environment, and the methods used. At the Islamic Centre Bin Baz Islamic Boarding School, the Bin Baz Method is implemented with an emphasis on tahsin and gradual learning to improve recitation before memorization. However, in its implementation, the learning process has not been carried out uniformly among all students, indicating differences in learning conditions in tahfiz activities.

This study aims to describe the implementation of the Bin Baz Method in tahfiz learning, identify supporting and inhibiting factors in its implementation, and describe its impact on the tahfiz learning process of Grade VII female students. This research uses a qualitative approach with a descriptive field research design. Data collection techniques include observation, interviews, and documentation, while data analysis uses the Miles and Huberman model, consisting of data reduction, data display, and conclusion drawing.

The findings show that the implementation of the Bin Baz Method is conducted systematically through the stages of talqin and tahsin, followed by the sabaq, sabqi, and manzil system, and supported by regular evaluations such as PKJ, tasmi', and weekly evaluations. Supporting factors include a structured learning system, teacher quality, student motivation, a conducive boarding school environment, and consistent application of talqin and muraja'ah. Meanwhile, inhibiting factors include limited time, busy boarding school schedules, fatigue, decreased concentration, and differences in students' abilities in following the learning process. These conditions affect tahfiz learning outcomes, which are reflected in improvements in recitation quality and memorization fluency among some students, while others still experience unstable memorization, reduced concentration, and differences in achievement levels. Overall, the findings indicate that learning success is influenced by the balance between the learning system, supporting factors, and existing challenges in the field.

Keywords: *bin baz method, qur'an memorization learning, supporting and inhibiting factors, islamic centre binbaz islamic boarding school.*